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JUNE 1960



Issues and Problems in Bible Study
State Aid and Christian Education
School Bus Transportation
The Way of Life: A Telecast

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Go ye, therefore, and teach all nations, baptizing them in the name of the Father and of the Son and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded you. — MATTHEW 28:19, 20.

The fear of the Lord is the beginning of wisdom; a good understanding have all they that do His commandments. — PSALM 111:10.

Nothing will serve us and future generations better than maintaining good schools and training the youth. — MARTIN LUTHER.

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EDITORIALS

Is the Holy Spirit Out of Date?

Pentecost does not belong to this age. It is a contradiction. The opposite of spirit is material; the opposite of spirituality is materialism.

Our nation is caught in a maelstrom of adulation to things. We are in an age of exciting scientific discoveries. But science deals mainly with things. Our country is as prosperous today as it has ever been. Prosperity is the goal of most Americans. The nationwide census reflects this by tabulating the number of rooms to each house, bathtubs, flush toilets, and peoples' incomes in dollars. The only other matter which claims our attention as much as getting rich is how to defend this prosperity against an attack of missiles from a hostile country.

Our national philosophy of education is also influenced by this materialism. The demand of scientific progress has made a host of educators seek to stiffen high school and even elementary school curricula in the fields of science and math. In the meantime the spiritual needs of young America still go begging.

Is the organized church immune to materialism? In how many congregations is not the business of fund raising for budgets and buildings overshadowing the business of preaching the message of Pentecost?

Far from being out of date, the Holy Spirit and His work are needed perhaps more today than in any other age of our country's history. Now we see the horrifying results of a nationwide love for material things: the filth in movies, novels, plays, television shows; the rise in the crime rate; payola; the greater frequency of disciplinary problems in schools at all levels; dishonesty among public officials; the bitter hatred among races of mankind. The solution does not lie in trying to become more prosperous. Nor does it lie with education alone, for an educated criminal is worse than an ignorant "saint."

Pentecost came because Jesus Christ promised it. "But the Comforter, which is the Holy Ghost, whom the Father will send in My name, He shall teach you all things and bring to your remembrance whatsoever I have said unto you." The faithful apostles recognized the fulfillment of this promise when it came. Luke relates that "they were all filled with the Holy Ghost and began to speak with other tongues, as the Spirit gave them utterance." They wasted no time in presenting the message of Christ's promise fulfilled. That same day there were added to them about 3,000 souls who continued

steadfastly in the apostles' doctrine and fellowship. And the Lord *daily* added to the church such as should be saved.

What have we been doing? Do we think that this spectacular power of the Holy Spirit has waned since that first Pentecost? Or are we waiting for the Spirit to give us utterance in other tongues before we get to work? The impressive thing about the apostles on Pentecost is not that they spoke in other tongues but that *they began to speak*. They taught, preached, and witnessed to the power of Him who died on the cross and rose again. Thus they collected a sensational number of people whose lives were completely changed and who joined them in the new fellowship known as the church.

If we have faith in the promises of Christ, in the power of His Gospel, and in the work of the Holy Spirit, this will show itself in our lives and our witness. Our country and the world needs the Pentecost message: the advent of the Holy Spirit, who is our Teacher of all the things which Jesus said and did for mankind. This means war on materialism.

If Christ's disciples will not join together to teach and live this message, who can?

W. M. WANGERIN

Ninety-Five Years This issue completes Volume 95 of our journal, which today is the oldest educational journal in America in continuous publication.

In 1865 this journal made its appearance under the name *Evangelisch-Lutherisches Schulblatt* (*Evangelical Lutheran School Journal*). Its first editor was J. C. W. Lindemann, then president of Addison Teachers Seminary. This seminary had been established the year previous, 1864, at Addison, Ill., as our Synod's first institution for the specific training of its parish school teachers.

In his preface to the first issue the editor points out the objectives of the new journal. He states that primary attention shall be given to the parish school. Everything pertaining to it—the position of the teacher, the relationship to the congregation, the curriculum, methods of teaching, pupil-teacher relationship as it is reflected in the discipline of the school—all of that shall receive attention. But also the training of the children in the home, which precedes the school or proceeds alongside of it, either by supporting or handicapping the school's effectiveness, shall not be lost sight of. Furthermore, the interest of higher education shall not be sidetracked but receive attention. From the history of education this journal shall glean old and new material for the instruction, comfort, and amusement of the readers. Biographies of good and bad teachers shall be presented to serve either as examples or as warnings. The condition of schools in our own country and in other lands shall be discussed and illuminated.

Today after 95 years our journal has been expanded and departmentalized. Its original aim has not been changed, but in harmony with the first editor's vision it has adjusted itself to the constantly changing patterns in the areas of both Christian and secular education and training.

The future of our educational journal will depend largely on the loyalty and support of those who are serving our church in the ministry of teaching. Their subscriptions and constructive criticism supplemented by suggested topics or contributions from them will be deeply appreciated by the editors and by the publisher.

T. K.

Time Lost A recent issue of *Coronet* carried an article by Philip Reaves directing the attention of the citizens of our land to the time lost from the school's instructional day through various "little" extra activities.

There seems to be little doubt that many, indeed most, of the programs and activities which subtract time from a teacher's daily schedule are very noble and fine. However, their virtue does not detract from the fact that they quietly nibble away at time which has been dedicated to the task of education.

Mr. Reaves listed a number of the time stealers in his article. The American Automobile Association wants the schools to teach more students to drive. The various temperance groups seek to use schooltime to indoctrinate a child to see the evils of drink. Some of these groups have been successful in pleading their causes before the state legislators with the result that state laws now force schools to do their bidding. California has laws which add 19 nonacademic subjects to the curriculum of the elementary schools. This same state makes it binding by state law that schools observe Bird Day, Arbor Day, Luther Burbank Day, and Susan B. Anthony Day. New Jersey's law goes so far as to require that half an hour a week in elementary schools be devoted to the instruction of children in the evils of drink. These are but samples; those familiar with the school law of a state are able to list such special provisions in the laws of almost every state.

The "time eaters" are not unrecognized by teachers. In fact, every teacher could make a list without much effort. The most obvious relate to collections, sales, and drives. The more subtle take the form of securing supplies, "short conferences" with a fellow staff member, unnecessary interruptions by salesmen, children from other classrooms, and the like.

Six hours a day is a relatively short time to accomplish the objectives of the modern elementary school. It becomes the duty of each principal to make certain that this time is well spent. It becomes the duty of each teacher to guard with jealous care the hours allotted to him to perform the task of teaching his charges.

R. L. R.

Normal Progress Preferred Another academic year has passed. Through processes of maturation and learning boys and girls attending elementary schools have made progress toward developmental goals. Some have made substantial gains in building desirable knowledges, understandings, attitudes, and skills, while others give evidence of growth so minimal as to challenge the most perceptive professional eye.

Another academic year has passed. Can this be said for the pupils of your

school? The traditional "passing" concept includes the idea that Fred has completed work in one grade and is ready to pass on to the next level for the ensuing year. Jerry did not meet the standards for the grade. He will try again next year. What folly! Can we assume that all children will meet an arbitrary class standard? If class norms are used, then it is logical that, based on national averages, one half of the class is below average and therefore should be failed. (We recently heard of a school that failed all pupils whose median achievement test score was below national average. No information where educational psychology course was taken. The school must have had more than its share of gifted pupils. Only 10 per cent were asked to repeat a grade.)

Research indicates a range of four years in mental age among unselected first-grade boys and girls. Because gifted pupils advance more rapidly, the range increases during the grades. The professional teacher recognizes this fact, and then begins to realize the significance of the Lord's parable on distribution of talents among servants: "to each according to his ability." With full knowledge of the fallibility and probable errors involved in intelligence testing, teachers today estimate levels of ability and proceed to guide boys and girls to higher levels of competency. The challenge is complicated by the fact that the fast-growing child may be much more mature than the slow-growing child. The use of the device to repeat a grade is not a justifiable answer.

Failure to promote pupils will neither raise standards (collecting slow learners will lower class averages), nor produce homogeneous-classes (individual differences remain), nor guarantee greater gains during a second year in the same class (investigations offer no evidence to support the notion). What is the answer?

Professionally trained teachers study mental, social, physical, emotional, and spiritual patterns of individual boys and girls and teach children of varying abilities with the use of a carefully planned program and adequate instructional materials. The concept of individual differences among boys and girls is not an evil which must be eliminated but rather a challenge to be accepted by an alert teacher. The promotion policy is then reduced to a simple question: In which situations will Jerry make the greatest gains next year?

VICTOR C. KRAUSE

What Happened? The 1960 White House Conference on Children and Youth is now history. You read very little about it in newspapers and news magazines because little happened that was dramatic enough to be reported. Conferences of this nature are usually finished before they start. George Wilson of the *Washington Star* said it this way, "A man never stands taller than when he bends down to help a child. But I think when 7,000 people try to do it at the same instant, they bump heads." The *Washington Post* was even more caustic. It edi-

torialized thus: "Delegates seem to be concerned that they may not produce anything more than lofty words." Homes Alexander of McNaught Syndicate even suggested Communistic brainwashing. Referring to the resolutions he said, "The Communistic Revolution stands by all these propositions." Of course, statements like this are absurd. They represent an utter lack of logic.

Did anything happen at the conference? Yes, there was much activity. In addition to the 7,000 delegates there were 500 guests from overseas. There were 18 forums divided into 210 workgroups scattered over 85 hotels and office buildings. The delegates heard 190 major speeches and passed 1,633 resolutions.

What was in the speeches? President Eisenhower proclaimed, "We must see that our children grow up in a climate that encourages response to intellectual challenge, self-reliance, initiative, and a healthy regard for hard work and the dignity of man." There is little purpose in arguing with that point of view.

Here are a few other things that were said: Infant mortality, which had dipped during 1933-1950, has been on the rise throughout the decade. Twelve million children moved from one house to another during 1958. Some 13 million children are in families with yearly incomes of less than \$3,000. Three out of four American families with debts have no idea of the "heavy interest" charges they are paying. Three out of four young people do not belong to any youth organizations. We need one public health nurse for every 5,000 people, but some states have one nurse for every 16,000 people. Today's neighborhoods are twice the size with half the playing space of a generation ago.

Prizes should have been awarded to two of the delegates. One should have gone to Mrs. Eva H. Grant, editor of the *National Parent-Teacher Magazine*, for insisting that "Children's television programs, with few exceptions, are at worst stupid and offensive; at best, inane and artless." Abraham Heschel, a delegate from New York, deserved the other for stating that "The central problem of our time is emptiness in the heart. . . . We do not know how to cry, how to pray, or how to resist the deceptions of hidden persuaders."

What was in the resolutions? Here are a few of the 1,633. "Resolved . . . that the schools strengthen the curriculum to give all youth better preparation for living in an automated world and for coping with its scientific and social problems; that guidance for the gifted include contact with able, sympathetic, understanding adults who hold high values; that the schools support moral and character values by example and the teaching of ethical principles; that in our concern for the child's protection we should not interfere with his spontaneous activities but should encourage the development of self-reliance." Of course, these brand-new and brilliant resolutions will goad you into action.

H. G.

P. S. Just happened to remember what a former CTC professor said about getting things done. He said that you should have a committee of three, one of whom is dead and another who doesn't show up.

Issues and Problems in Bible Study

OSCAR E. FEUCHT *

At the San Francisco Convention the Synod by resolution re-emphasized to its congregations the central place which the Bible has in Lutheran theology and the importance of Bible study in parish life and work. The following interview with Dr. O. E. Feucht, Secretary of Adult Education, gives a picture of the study program in Synod and identifies some of the problems and issues which confront us as we seek to improve the Bible study program.

* * *

EDITOR: *Although we have been giving special emphasis to Bible study, particularly since 1947, the congregations in Synod have been active in organized Bible study for a much longer period of time. How early in our church's history do we find the first trace of organized Bible study?*

DR. O. E. FEUCHT: Our forefathers brought the *Bibelstunde* with them from Europe, and already in the last century there were Bible study groups in our churches. But the Bible class was not widely accepted until Sunday schools were organized. The first printed material appeared about 1912 in German. The Walther League, after World War I, sponsored youth Bible study and the General Sunday School Board in the '20s began to produce special Bible study materials.

What was the state of Bible study in the 1930s and up to World War II?

A good beginning was made in the '20s, but a decline set in already during the depression of the '30s. This

was accentuated in the war years, so that at the close of the war we had only 5 per cent of our communicant members enrolled in Bible classes. Actually, we had a larger enrollment in 1936 than we had in 1942.

As we page through the reports of the Board of Parish Education to the synodical conventions since 1947 we note that there has been a considerable improvement in the Bible study situation in Synod. How do you account for this improvement?

The entire Bible study cause needed leadership. This was given when the Board of Parish Education called a Secretary of Adult Education and when the Council on Bible Study was organized. This Council on Bible Study did some very fruitful work by making an attack on all fronts: more classes, better lesson materials, more and better teachers, getting more Bible reading in schools and homes, and giving attention to better methods of bringing the Bible to young and old. One of the committees dealt with the whole problem of more readable English Bible versions.

The report to Synod in 1947 outlined a very comprehensive approach on attracting youth and adults to Bible study. What would you say were the results of this first major effort to expand and improve Bible study?

The 1947 resolutions mark the first major advance. God blessed the ef-

* Secretary of Adult Education, Board of Parish Education, St. Louis, Mo.

forts beyond our hopes. By subsequent activity many new Bible classes were formed, and the enrollment grew from 5 per cent of our communicant membership to about 15 per cent at the present time. One of the by-products was the founding of some 60 Bible institutes within a comparatively short period of time. Another result was the appearance of a daily Bible-reading guide for the home.

How did this Bible-reading guide differ from the very popular Portals of Prayer?

The Bible readings were selected according to a five-year plan. They were brief in scope but covered the whole Old Testament and New Testament and also suggested some devotional thoughts and ways of personalizing the prayers which should grow out of the readings.

Has there been a large scale increase in the number of Bible classes during this period?

Many congregations which were satisfied with a single Bible class suddenly realized that they needed a class for high school youth, for young people, and for adults. We now have about 8,500 Bible classes, but we should have about 15,000, or three for every congregation. Naturally, the larger church should have many more.

A question that immediately arises is this, What is the source of teachers for Bible classes?

Almost every church has much unused teaching talent. The procedures for training are comparatively simple. We have books that can be read and filmstrips that can be used. Every

church needs a teacher training program.

Another problem that confronts the congregation that wants to expand its Bible study program is the matter of enlisting the interest of its members. What efforts have been made to increase the participation in Bible study?

The first large spurt of improvement came from 1947 to 1948, when there was an increase of more than 27,000 in Bible class enrollment. A second improvement came in the years 1952-53, when there was an improvement of some 25,000. From year to year there has been a gain until at the present time we have about 230,000 enrolled in Bible class as compared to 65,000 in 1945.

I note that the San Francisco Bible study resolution stresses both quality and quantity. Would you explain how congregations can develop these two aspects of the program?

One of the distinctive marks of our church has always been its loyalty to Scriptural teaching. People will return to a Bible class that is well conducted, that leads them directly to firsthand study and relates the Word of God to the problems in life today. Therefore new attention is being paid to improving the quality of teaching in all of our Bible classes. At the same time the convention resolution asks every church to be realistic and increase its Bible class enrollments at the same ratio as it increases its communicant membership. This will demand efforts on the part of every church.

How does the Bible Class Standard assist congregations in developing both quality and quantity in the Bible study program?

The latest approach to improvement is through self-study. The Bible Class Standard helps every congregation to look at its Bible study activities and performance. It suggests improvement in the way the Bible is taught and in reaching more people of the congregation. Only as congregations see their own needs will they be motivated to take positive action for improvement. This is a grass-roots approach which is educationally sound and should be fruitful.

As you survey the synodical scene, Dr. Feucht, what, in your opinion, are the chief factors that need improvement in Bible study?

As I see it there are four factors: better teaching, teacher training, appointment of a Bible class department leader in every church, and giving status to Bible study.

1. The teacher is to help the learner discover for himself by firsthand use of the Scripture and help him relate what has been found to his life in the church and in the world.

2. Teacher training calls for a definite program of selecting the best talent in the church and giving these persons various types of training, including practice in leading Bible classes.

3. Every congregation needs a Bible class superintendent, whose sole task it is to set up new classes, to improve the attendance in existing classes, and

to build youth and adult departments as part of the Sunday school structure.

4. The greatest need is giving status to Bible study. Where Bible study is merely tolerated and not actively espoused as part of Christian discipleship, Bible study has no status. In many churches generation after generation has grown up without Bible study. There especially much work with prayer is necessary if Bible study is to have status.

Bible study begins in the thinking of the minister, in his conception of the church as a learning and working fellowship, in the attention he gives to Bible study and teacher training in his schedule, in his estimate of how learning takes place, in his own rich experience with the Word of God as food for his own soul, and in his acceptance of the pastorate as a teaching ministry. Where Bible study has status with the pastor it will soon have status in the church.

I gather from your comments that the Synod believes that Bible study is basic for Lutherans not merely in childhood but also through youth and adulthood. Why is Bible study so basic?

You have already indicated one good reason. During childhood we can only lay some foundations; the best years of growth are the second dozen years, and spiritual learning takes place down through the years into old age. The Christian, as Luther put it, is constantly in the process of becoming more and more what God wants him to be. Growth into the stature of Christ, as Eph. 4:12 teaches, is a lifelong process. Furthermore, we

believe in the priesthood of all believers. The church's ministry is carried out not only by pastors but by the members of congregations. The church is people. We shall not long remain vitally Christian unless the members themselves have spiritual understanding and Christian judgment. Bible study is also very functional for evangelism, for the assimilation of new members, for the work of Christian parents, for the leaders of children, young people, and adults; even for proper understanding and participating in Christian worship. The backbone of the church is the people who have solid Biblical convictions.

We have had an impressive increase in enrollment in Bible study during the past decade; where would you say our greatest potential for growth lies today?

We have scarcely more than one year's confirmation class of juniors now enrolled in specifically high school Bible classes. We should have as a total the number confirmed during four years. This shows how great the need is for much more work on the high school level. There is still a very large dropout during the senior high school year. A bridge needs to be built to youth and young adult Bible classes. Every year we confirm about 40,000 adults. If year by year we could continue the Christian education of youth and adults received by confirmation we should have a phenomenal growth to record. This is our greatest potential.

You said that our present enrollment in Bible study is about 230,000.

Do you think it at all visionary to hope that our congregations would achieve an enrollment of 500,000 in Bible study during the next decade?

You have set a very formidable goal, but it would not be unreasonable for one fourth of our 1,500,000 communicants to be in Bible class. In fact, many regard this as much too low to shoot at.

To achieve any such goal would require that we explore some new frontiers in Bible study. One of the frontiers that you have commented on on various occasions is the congregational use of the institute plan. Can you give us an example of this plan in operation?

A Milwaukee church of 900 communicants enrolled 400 of its members in Bible classes in which various subjects were offered at various times during the week, Sunday morning, Sunday evening, weekday afternoons, and weekday evenings. A visitation of every home was made by the elders with excellent results and a rediscovery of how fruitful and helpful Bible study can be.

What are some other new frontiers that strike you as meriting consideration by congregations that are interested in increasing participation in Bible study?

The most significant trend I see both in America and in Europe is the rise of small Bible study groups, frequently meeting in homes, using lay leadership but directed by the pastor of the parish. Here the "Vaestras method" is frequently employed. Each student is asked to find something he does not understand, a direc-

tive for faith or life, and new understanding in the paragraph or chapter under study. Small groups do a much better job of sharing and learning from each other than do large Bible classes.

Are there any special groups that could possibly be interested in special Bible classes directed to needs that are unique and that would not necessarily be adequately dealt with in the regular Bible class for adults?

Yes, there are such special group needs. For example, there is a need for parents' Bible classes. One congregation had such a class for 12 weeks in the winter, and 48 persons responded. This response far exceeded any expectancy. We have, in the Missouri Synod, no less than 1,800 couples' clubs with chiefly a fellowship type of program. Many of these would welcome meeting as a Bible class on Sunday morning and thus make their program far more worthwhile. Then let us not forget the rising number of "senior citizens" in our membership that do not want to be placed on the shelf. They need to keep their minds and their lives busy with spiritual study and work. Here, too, the Bible class can serve very well.

This examination of some of the possibilities of increasing the quantity

and quality of Bible study suggests some exciting possibilities for use in our congregation. In summary, how would you suggest that a congregation go about improving its present program of Bible study?

First, they should select one of their most competent men as superintendent of the Bible class department. Second, they should make a self-study using the new Bible Class Standard. Third, they should seek the guidance available in the *Bible Class Builder* and in the very practical books on Bible study and Bible class planning which have been produced. Fourth, they should start on a program of self-improvement, working at it month after month and year after year until Bible classes and good teachers have been provided in sufficient quantity for high school youth, for young people, for young adults, and for older adults. My friend, the Rev. Sverre Smaadahl of Oslo, Norway, gave me a most significant insight to stimulate more attention to Bible study which I should like to pass on to the readers of LUTHERAN EDUCATION:

"The more people work with the WORD, the more the WORD works on them, and the more they want also to *hear* the WORD preached. The more, however, they only hear the WORD, the less they want to work with the WORD."

In the process of education the teacher is a guide and a counselor. The real purpose is achieved when the student is inspired to find out things for himself. Reading is a basic in his intellectual progress, and books are his tools. The more they are comprehensible, the greater is his achievement. If he seeks them, knows how to use them, and lets them serve his needs, he has acquired the essence of reading. A nation full of avid readers will not become second-rate. — George Fisler in *Education*

State Aid and Christian Education

N. S. TJERNAGEL *

Two articles in recent issues of *Lutheran Education* have erected a structure of evidence to support the assertion that state or Federal aid to private education violates neither Constitutional nor Scriptural principles. Both articles demonstrated that no valid principle of separation of church and state is impugned by the expenditure of taxes for supporting Christian schools on a nonpreferential basis.

Having done this in competent fashion, both authors warn us of the dangers of receiving such aid. The present writer is convinced that their fears are not well founded.

THE ARGUMENT FOR STATE AID

In making a plea for tax support for private education I am not moved by the interests of the church. I believe that the church has been strengthened by its own support of a program of Christian education. I am not moved by a sense of sympathy for those who must pay a double tax for the support of both public and private education. It seems to me that no investment of funds is more fruitful of rich reward for parents, the church, and the children involved, than our contributions for the support of Christian education. Neither do I think that such expenditures are beyond the means of Christians in America.

I am rather moved to this plea by a national and civic sense of responsibility. I am convinced that tax support for private Christian education

is clearly, urgently, and vitally in the national interest of the United States of America.

American citizens are aware of the First Amendment, passed by Congress on Sept. 25, 1789, which says in part:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.

That this amendment did not have the secularization of education in view is apparent from the Northwest Ordinance of July 13, 1787, passed by the Continental Congress only two years before the First Amendment. It affirms in part that:

Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

From this it is abundantly clear that the secularization of education was not the intention of the founding fathers. This outcome is due to a historical development rather than to deliberate design. It is an outcome which, I believe, the present generation must deplore and must attempt to rectify through an appropriate reversal of a historical development.

Thoughtful educators have, for a generation, sought means through which religion might be reintroduced into education. They have seen the terrible price that has been paid for the secularization of education.

Our own generation has seen a ca-

* Associate professor of History and Religion at Concordia Teachers College, River Forest, Ill.

lamitous breakdown of public morality, a shocking incidence of juvenile crime, and many other evidences of the fact that our children are, in large part, being educated without religion. The TV quiz scandals and the Chicago police corruption are only isolated examples of a sickeningly prevalent failure of public morality in America.

Many factors may enter into a comparison of American morality with that in other countries, but one fact stands out: The United States is the only major Christian nation in which religion is not a major part of the fabric of educational experience.

In his book on *Church and State on the European Continent* (London: Epworth Press, 1936, p. 157 f.) Adolph Keller has noted that:

... when the State has lost its Christian character, it indeed seems inconsistent with its religious neutrality to maintain a confessional influence in the school. The secularization of the school, however, leads, as America shows, to such an alienation of large parts of the religious *ethos* of the nation, even to such an ignorance of the fundamentals of religion in the younger generation, that it constitutes one of the biggest problems for the churches how to maintain the confessional or even the Christian character of the nation.

In view of the religious diversities in America it does not appear that any solution will be found in introducing religion into the public schools. The only solution remaining is a forthright change in attitude that will permit taxes to be designated as subsidies to private Christian education.

Even the most cursory glance at

history will demonstrate the contribution that Christianity has made in the growth of Western civilization. There is every reason to believe that the best hope we have of raising the level of civic uprightness and public morality in the United States is the restoration, in the largest measure possible, of Christianity to the American educational system.

A change so broad in scope and involving a philosophical re-evaluation of educational theory of such major proportions will not be made without stress and strain. I believe the moral collapse so obviously apparent in our contemporary culture justifies the effort that must be made.

The American government is committed to the responsibility of giving its people the best possible education to qualify a citizenry to carry out its responsibilities in a democratic society. Because public support of private education will increase the number of American citizens coming under the vital influence of Christian morality and thus serve the interests of American democracy, I believe the plea for state aid is justified.

THE ARGUMENT AGAINST STATE AID

The reason most frequently heard for justifying a rejection of state aid is that the state might exercise a detrimental control over church schools to the point of violating the religious purposes for which they are established. This counsel of caution certainly is appropriate, and it should be considered. My feeling is that this fear is not justified in view of past experiences in the relations between the state and parochial schools.

There has been, in the past, a certain amount of state control voluntarily accepted by church schools. Our own system of higher education has been aided by state certification standards for teachers, as well as by the accreditation of high schools and colleges. Standards have been raised in our schools to meet the standards of public education. The whole attitude of co-operation between the public and parochial school systems has been positive, and seldom negative or detrimental.

Other evidences of educational co-operation may be cited. Synodical Conference mission schools in Nigeria have been subsidized by public funds without detrimental results. The Department of the Interior of the United States Government pays the salaries of teachers in Eskimo mission schools without interfering with the religious principles of the denominations involved. Ever since the passage of the Forster Act of 1870 the British government has subsidized Catholic and Nonconformist religious schools in England.

Denominations that have supported the chaplaincy program of the government in which the salaries of chaplains are a Federal responsibility have not complained of religious interference. Neither have Federal funds supporting school lunch programs resulted in state control in any religiously sensitive area.

CONCLUSIONS

In summary we must admit that there has been a very comprehensive experience in relations between the state and agencies of the state and

Christian schools. This experience justifies a high degree of optimism in looking toward a future co-operation. An untroubled experience of ninety years in which England has subsidized denominational schools is also more than encouraging. Opponents of tax support for private education have understandably and in all sincerity expressed the opinion that such support would not be in the best interests of our country and our church. It is best, they say, for our church to be on its own.

The major thesis of this discussion is the view that the interests of our country would be well served by the support of religion in education through subsidies to church-related schools. It is difficult to see how such support would harm the church, because the church would continue to be free and independent. Thousands of veterans have attended Christian colleges through funds provided by the state. If this practice has not limited the freedom of the church, it is not reasonable to assume that similar subsidies to students on the elementary and secondary levels would be detrimental to religious freedom. It is indeed best for the church to be on its own. It is our view that its freedom would not be limited by educational subsidies.

The view has further been expressed that tax support for our schools would lessen our appreciation for our schools. This might be true. But this would be a valid objection only if support were sought solely for the sake of our existing system of Lutheran schools. The plea made here

envision the opening of thousands of new schools and public support that would make a Christian education available to children who do not have that opportunity now.

Fear has been expressed that subsidies to religious groups operating schools would result in interreligious rivalries. This is no more than to say that a subsidy program would need to be developed with scrupulous care to avoid the least semblance of preferential treatment to any group. Even more, it would seem that educational aid should also be available to any group with a recognized corporate integrity that will undertake to establish a satisfactory educational program. Government aid should be a program of aid to private education, not only to the schools of churches and congregations.

The most important objection to state aid is doubtless the uneasy feeling of American Protestantism that the Roman Catholic Church would reap the largest benefit from such a tax-based program.

This, it seems to me, even taking a narrow denominational attitude, is an extremely shortsighted view. Catholicism is strong in America because of its program of Christian education. Protestantism's declining strength in

America is due primarily to the inadequacy of the religious education of its adherents. Protestant churches receiving tax support for a program of education could not fail to be strengthened by an improved system of education.

But these are purely partisan views. They are not germane to the argument of this discussion. The whole plea here is for a broadening of the base of religious education in America. It is a concern based on the overwhelming breakdown of public morality in America today. It is a plea based on the belief that the historical development of a secular system of education in America has been detrimental to the national morality. It is based on the regrettable fact that the United States, so rich in so many resources of mind and nature, should be the only Christian country in which the vast majority of children receive only a secular education. It is based on the belief that the United States, pre-eminent in the idealism of democracy, has negated so much of the impact it might have had on contemporary civilization by a personal failure of morality seen, too often, in the image of the American portrayed in the national bestseller, *The Ugly American*.

There is an old saying that the world takes you at your own estimation of yourself. Individuals have long been advised to stand erect, to look others in the eyes, to dress well, and to act as if they were proud of their accomplishments, however modest.

Sometimes one thinks that we Americans should think that way about our country, too. There is too much said about the supposed weakness in our educational system, in our scientific progress, in our military capabilities, and in the moral character and strength of our people. Can we afford to let the rest of the world form an opinion based upon such excessive self-criticism?

School Bus Transportation

ROBERT J. L. ZIMMER *

It comes as quite a surprise to note that today roughly one of every three public school children in America is brought to school by bus. More than 10 million pupils now ride over a billion miles a year on more than 150,000 public school buses, at a cost of over \$300 million annually.¹

School bus transportation most certainly comes under the category of "big business." The thought which comes to mind is whether or not this massive, multimillion dollar operation is receiving the attention, support, and concern that it deserves. Like many other phases of American living school bus programs and all they entail are too often taken for granted.

This article will attempt to explain the over-all program, for the variation in program operation from coast to coast is insignificant. Furthermore, it will bring to the fore a number of the more important problems — problems often overlooked by parents, teachers, and administrators as they stand looking in from the outside — and how such problems can be solved.

PURPOSE OF THE SCHOOL BUS SYSTEM

1. General Services

The over-all purpose of the school bus program is, of course, to satisfy a distinct *need*. However, there are a multitude of aspects to consider in determining the causes of this great need. In most rural areas where such facilities are provided, the underlying

cause is the lack of a child's proximity to a central school. Many children in rural areas are transported as far as 40 or 50 miles each way.

Some sparsely populated areas spend as much as 25 per cent of the total school budget for transporting pupils.² The trend to larger, better-equipped, central schools has increased the importance of bus transportation.

The current suburban movement in most large cities is tending to expand school transportation rapidly in urban areas. Because of serious traffic congestion, transportation is being developed for city children who could walk to school were it not for the traffic hazards on streets and highways.

2. Specific Services

Another aspect of pupil transportation, particularly in many large urban areas, involves services to the mentally and physically handicapped. In such cases not only bus transportation is essential, but special facilities and special bus construction are needed.

Providing transportation for class tours is not the major purpose of the school bus, but it is an area which could be used to greater advantage. Using the school bus for long distance tours, however, should be avoided for the following reasons: (a) school buses are not built to provide the comfort necessary for prolonged sitting; (b) the motor is usually governed down for city driving; (c) the drivers are unaccustomed to driving

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¹ Jack H. Pollack, "School Bus," *NEA Journal*, XLVII (1958), 154.

² Henry H. Linn, *School Business Administration* (New York, 1956), p. 497.

the bus on the highway (driving their regular schedule is quite different; there are stops, starts, and low-speed travel).

OPERATION OF A SCHOOL BUS SYSTEM

1. *Driver Personnel*

In considering this point two problems become apparent: the source of drivers and the quality of the drivers. Anyone greatly concerned with this subject has, at one time or another, given a great deal of thought to these two problems.

The problem of finding drivers is an annual one for most school systems. In the first place, who might possibly be available during the times the schedules are run? It is virtually impossible to get someone who already works a regular day shift (8 A. M. to 5 P. M.), and the wage paid for driving four or five hours a day is not enough to represent a full-time job. In most areas, and for the majority of the drivers, school bus driving is considered part-time work.

Because of the premises mentioned above, the following groups may be thought of as good sources to consider when hiring school bus drivers:

- a. Men or women who do shift work (city transit drivers, streetcar operators, factory workers, etc.).
- b. Retired men in the community.
- c. High school students (in some areas these comprise as high as 90 per cent of all drivers).³
- d. Housewives in the community.
- e. College students.
- f. Taxicab drivers (this is an excellent source in urban communities).

Unless drivers are well qualified for the job, many problems will arise, and the turnover will be great. School bus drivers must possess certain qualities and skills which are necessary in carrying out their responsibilities effectively. The following list of requirements represents a guide to boards of education, superintendents, or whoever may be committed to the task of hiring drivers:

- a. Character — dependability, self-reliance, and leadership, ability to get along with others, freedom from use of undesirable language, freedom from use of alcohol and narcotics, honesty, cleanliness.
- b. Emotional stability — patience, consideration, even-temperedness, calmness under stress.
- c. Physical fitness — good physical strength, freedom from disease, good blood pressure and heart, good vision.
- d. Skill — requisite to handling a school bus.
- e. Experience — driver's record free from accidents, knowledge of laws.⁴

2. *Routing*

In some systems routing the bus poses no problems. In certain urban areas the committee in charge simply may choose corners arbitrarily (usually about three or four blocks apart) at which the children meet at a stipulated time, provided that it is a safe place. The number of changes made each year in the bus schedule varies, depending upon the community. In rural areas the children are usually picked up in front of their homes.

A very efficient procedure, and one used throughout the country, is to

³ W. N. Hyde, "When Students Drive Buses," *The Nation's Schools*, LIX (1957), 53.

⁴ P. A. Wickstrom, "Selecting School Bus Drivers," *The School Executive*, LXXV (1955), 58.

have the parents indicate by some form or questionnaire whether or not they intend to use the bus service. The address of each rider is then indicated on an area map with the use of a colored pin. After plotting a pin for each child, the driver can determine the routes according to need and economy. Each bus can be routed in such a way as to make full use of its capacity.

3. Maintenance

In order to provide efficiency as well as safety, every effort should be made to keep school buses in the best possible running order. A very frustrating experience arises when a driver calls in at 8:30 A. M., reporting that he is out in no man's land, the bus half loaded — and broken down. This is bound to happen from time to time in the course of the year, particularly if great care is not taken in the upkeep of the equipment. In school bus maintenance the following points should be considered:

- a. If the fleet is large enough, employ a full-time mechanic or mechanics properly equipped with adequate facilities to take care of the buses.
- b. If the fleet is small and the budget does not accommodate a full-time mechanic, make arrangements at a nearby garage for both regular and emergency service.
- c. The driver should be responsible for a quick, over-all check of his bus in the morning before starting out and in the evening when he returns. This may simply mean walking around the bus checking the tires, lights, brakes, etc. Too many precautions cannot be taken when the lives of 40 or 50 children are involved.

- d. Frequent, thorough inspections of the equipment should be required of a mechanic.

LEGAL ASPECTS PERTAINING TO SCHOOL BUS OPERATION

1. *Qualifications of Personnel*

The qualifications of the driver, insofar as his personality and character are concerned, have already been discussed. The legal qualifications are also important.

All drivers operating a school bus must have a chauffeur's license. Although standards vary from state to state, this license usually indicates a great deal of skill and efficiency. In most areas one must undergo a rigid written and driving test in order to qualify. Considerable study of the federal and state traffic laws on the part of the applicant is required, and as a result most persons who possess a chauffeur's license can be assumed to be competent drivers.

Because of a very loose or lax licensing policy in some areas, applicants must be carefully screened. Experience has shown that the average system turns away approximately half the applicants because, upon interview, they are found to be inadequate in spite of the fact that they possess a chauffeur's permit.

In some states and counties school bus drivers are also required to undergo sight screening, hearing, and other tests involving their reflexes.

2. *Equipment Specifications*

Engineering and construction standards for school buses have a very important bearing upon safety in transportation. Since safety is the most important consideration in the operation

of school buses, too much attention cannot be given to these standards.

In 1939 a national conference of representatives of all the state education departments and the leading bus body and chassis manufacturers met and very carefully worked out a specific set of construction standards for each major part of a bus chassis and body. Most states adopted these "minimum standards," and manufacturers were able to begin mass production of safe school buses. From 1939 to 1959 very few additions and changes have been made in the minimum standards, although they have been revised three times.⁵ In addition, each state and county supplements the national standards to compensate for local conditions.

Since operating conditions vary widely in different sections of the United States, desirable auxiliary equipment likewise varies. For example, in some areas where children carry lunches and books, parcel racks or carriers have proved desirable. Heaters are required in most sections of the United States, but are not needed in many parts of the South. First-aid kits are required by law in most areas, as are fire extinguishers, crash axes, tire chains, flags and flares, special signal devices, and other items.

3. *Management Procedures*

The operation of a school bus fleet involves many business details which directly affect the business manager of the school system. Efficient operation is assured when the following

items are handled in a businesslike fashion:

- a. *Contracts.* — School bus drivers and vendors of such supplies as gasoline, lubricants, tires, and other rapidly consumed items should be placed under contract with the board of education.
- b. *Preventive Maintenance.* — The principles outlined above should be followed.
- c. *Inventory Procedure.* — Inventory control is important in handling transportation parts and supplies. In general, it is wise to keep on hand a low stock of parts and supplies. Since any stock requires an inventory control, every transportation fleet will need a record system for controlling its inventory.⁶

4. *Insurance Requirements*

The school system should naturally protect itself and the children through adequate insurance coverage. The following type of coverage is considered to be adequate and necessary:

- a. *Liability (bodily injury).* — This protects the insured for injuries sustained by others as a result of an accident where the insured is liable. *Liability (property damage).* — This covers damage to property belonging to others than the insured. This might be a car, house, or any property belonging to another for which the insured is liable for damages.
- b. *Comprehensive.* — This covers damage to the school bus for fire, theft, vandalism, windstorm, etc. This coverage is very desirable, and the cost is quite modest.
- c. *\$50 Deductible Collision.* — This covers damage to the bus as a result of a collision. In some cases \$100 deductible is preferred be-

⁵ Linn, p. 507.

⁶ B. J. Chandler and Paul V. Petty, *Personnel Management in School Administration* (New York, 1955), p. 479.

cause of the lower cost. The policy pays for damage over and above the deductible amount. The deductible amount applies to each accident.

- d. Medical Payment. — This can generally be obtained in several different amounts, and pays for injuries sustained by anyone riding in the bus, up to the amount indicated. Generally this coverage is in addition to any student accident policy which might be carried. The limit applies to each person separately.

SCHOOL BUS SUPERVISION AND DECORUM

1. *Pupil Behavior*

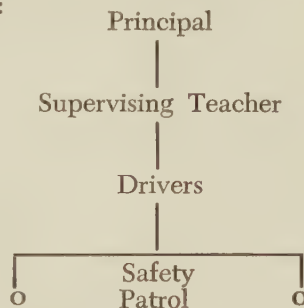
It is a difficult task to control children on a school bus after a more or less quiet day in the classroom. However, to insure the safest conditions, it is necessary to maintain orderly behavior. The driver cannot concentrate on the driving at hand when he becomes distracted and disturbed by a lot of noise and rowdiness. For this reason it is of utmost importance that the children understand this fact and realize their limitations and responsibilities.

The school bus provides a new kind of social situation for its riders which is not found elsewhere in the school or community, and which is different from that experienced by the children in the classroom, in the auditorium, in the halls, on the playground, or in extracurricular activities. Here a group of children are cramped together in a limited space, day after day, morning and evening. This unique situation creates opportunity for important learning in democratic living, in how to associate together, in assuming responsibility for their

own behavior, in consideration of others, and in providing for the health and safety of the group.

2. *Supervision*

The behavior of riders on any school bus varies according to the age of the pupils, the policy of the school regarding disciplinary action, and the leadership of the supervisor, driver, and safety patrols. The line of authority is demonstrated by the following chart:



Whereas their primary function is the safety of their fellow students, the safety patrols should be required to report misconduct as soon as possible so that a recurrence can be prevented. The safety patrols must be clearly aware of the fact that they are responsible to the driver (the driver in turn to the supervisor) and that they should set a good example for the other children.

Problems which arise should be taken up without delay. Immediate follow-through on such problems is essential and will have the greatest impact on the children. If the problem cannot be resolved by consultation with the offender, the parents should be notified and brought into the case. In certain extreme cases of constant misbehavior it may be best to prohibit a child's use of the bus for a period of time.

A MEMO FROM MO

June 1, 1960

DEAR AMBROSE:

Many a congregation has asked its Head to cast Elijah's mantle o'er the new Elisha, o'er the new pastor, teacher, or deaconess being installed today.

Fine, except that there are also other high-quality mantles that could be cast, and, in some cases, should be.

The Bible has a closet full of them. One that particularly intrigues me is that worn by Epaphras.

Epaphras, if you've forgotten, shared the good news with the Colossian elect. Later he also shared Paul's prison cell in Rome. And it was Paul who reminded the Colossian brethren that even in Rome, nearly half a continent away, Epaphras continued to work hard for them, to feel a passion for their welfare, and to exhibit a zeal and a deep concern for his people.

Concern for the Kingdom, the work, the men and women and children God has placed in his care. What professional church worker ever has enough of this quality? Which of us couldn't stand a mantle or two's worth more?

Without concern the worker slowly perishes. Lack of concern breeds routine, a self-satisfaction with sameness, low-gear operation, and a desperate seeking to get by with minimums. It makes for 9 A. M. to 3:30 P. M. and "please don't bother me during the summer" teachers. It makes for preachers who quickly pitch every new idea — especially any from national headquarters — into the circular file. And as they pitch, they breathe a prayer of hope — that is, of hope that no member will read or hear about it elsewhere and ask, "Say, is this something we ought to be doing?"

Right here is the real tragedy of workers without Epaphrasic concern. As they slowly perish, so do their people. A congregation, a classroom, a young people's group, a ladies' guild, a voters' assembly — all are much more an image of their professional leaders than most people suspect. "As the ministers so the congregation" may be a generalization subject to an exception or two, but the exceptions are distinctively the kind that prove the rule.

Which reminds me of the Scotsman riding the Glasgow to Greenock express. Suddenly the train slowed down, then wheezed to a halt. Troubled about missing an appointment, the man ran out and up to the engineer and asked: "What's the matter? Have you run out of water?" "No," the engineer replied, "we've plenty of water, but it's not boiling."

Unlike that engine's water, the real churchman is bubbling and boiling, concerned about a world to be won, and to be won now.

Not only is he concerned, he is *enthusiastically* concerned. "Without enthusiasm," Macartney reminds us, "no battles have been won, no Iliads written, no cathedrals builded, no empires founded, no religions propagated. The secret of success is enthusiasm." To which we might well add Bulwer-Lytton's thought that "nothing is so contagious as enthusiasm; it moves stones, it charms brutes. Enthusiasm is the genius of sincerity, and truth accomplishes no victories without it."

The early New Testament church needed Epaphras and all the men and women to whom the Lord willed His mantle of enthusiastic concern. But so does the New Testament church of these last days. Epaphras' unsingable name may never make the hymnbook. Nevertheless God's people need to pray for more and more like him. They need, in other words, to pay more attention to mantle casting.

And so, for that matter, do you and I. After all, we're expected to wear the things.

Epaphrasically yours,

MO

The Way of Life: A Telecast

VICTOR BROTT *

At the time when educational channels on television were made available by the Federal Communications Commission, the city of Detroit established the Detroit Educational Television Foundation. The South and East Michigan Teachers Conference seized the opportunity to become one of the 18 members of the Foundation and, by soliciting funds from the various schools of the area, helped to establish the fund which led to the development of WTVS, the educational outlet for the Detroit area.

To enable the schools to participate actively in the programing and presentations of the station, the Lutheran Schools Educational TV Committee was organized during the spring of 1955. This group became the official body which acts for the Lutheran schools of Greater Detroit and is represented on the General Committee of the Detroit Educational Foundation, which operates WTVS.

As one might expect, the beginnings of this venture were attended by some disappointments. The station did not begin telecasting as soon as was expected; the first programs were canceled or revised before they ever appeared on the air; there was lost motion because of the inexperience of members of the committee. The station went on the air Oct. 24, 1955, and shortly thereafter the Lutheran schools presented their first series of programs. The first weekly Wednesday telecasts, titled "Your World," were introduced by the theme music, "The Heavens are Tell-

ing," and appeared from 2:30 to 2:45 P. M., beginning Nov. 30, 1955. To alert viewers and keep costs down the first program was a film, but the four programs which followed featured Advent and Christmas music performed by school choirs from Mount Calvary, St. Matthew's, Holy Cross, and Detroit Lutheran High School. The aim of the programs at this time was to present programs in a positive manner, relate them to sound Christian principles, and give evidence of Christian convictions. In the meantime several series of instructional telecasts on geography and science were being prepared, and the schools were notified of the programs to come. The presentation of these topics occupied all of the program time until June of 1956, the close of the season.

In spite of the fact that the schools were given a great deal of information pointing out the value of the programs, the detailed preparations which were necessary, and the obvious concentration of the lessons to be taught, it was felt that too few schools were taking advantage of the telecasts. To develop a greater interest in the schools, a kinescope of one of the telecasts from the first season was circulated, and contact with PTA organizations, teachers' meetings, and other organizations was cultivated. Interest was thus fostered for the telecasts of the 1956-57 sea-

* Teacher at Mount Calvary Lutheran School, Detroit, Mich.

son, which appeared at 7:00 P. M. on Monday evenings and were geared for public evening viewing. In the spring of 1957 the committee requested a half-hour block of time for future telecasts. This request was granted, and planning for the 1957-1958 season was begun. In subsequent meetings the new format was developed and adopted for the coming season. A new name, "The Way of Life," was adopted at this time. Panel discussions and seasonal music were used during the first half of the program, and a Lutheran Schools Bible Quiz was featured during the remainder. The quiz involved participation by children from 32 schools and the naming of a champion on May 29, 1958. The last program, which appeared on June 5, presented talent uncovered in the Detroit Lutheran Schools Talent Festival.

The planning and completion of this plan obviously involved innumerable hours of work by the committee. Time was spent in arranging for participants, obtaining token gifts both for contestants and for pupils sending in questions to be used on the programs, and on a myriad of other details. It was this close attention to detail, however, which made the program possible and successful; without this work production would have been impossible. Evidence of the effectiveness of the committee's work is the fact that the programs of the following year followed the same format and were well received.

After several years of telecasting it is possible to look backward and to review our experiences in this medium. We began telecasting with the

aim of providing a concentrated learning experience during school time. Because too many of our schools were not prepared to take advantage of this opportunity, it was thought wiser to present our materials during the evening hours and aim toward better public relations for our schools. Though we still present materials which we feel are definitely educational, we seek to present a Bible-centered educational philosophy. Our presentations on child training, on adult-child relationships, on youth problems, etc., have been positive, soundly Scriptural, and have promoted the highest standards of citizenship both for this life and the life to come. The Bible quiz, we feel, has a definite appeal to viewers since it not only challenges the contestants' knowledge and the knowledge of the viewers, but it presents an ideal. From our contacts we know that our program is of interest to the viewers, especially to the families of the children in the many participating schools and high schools, the friends of adults who have appeared on the programs, and many other people who are not in any way connected with the programs.

The future of this venture seems to lie in two directions. We should, this writer feels, make every effort to present programs aimed at in-school viewing. The TV camera can give every pupil in the class a much closer contact with experiments, charts, objects, etc., than he can get in an ordinary classroom. Teaching can be done by experts in the field who have infinitely more time to gather materials and prepare presentations than

the ordinary classroom teacher. The programs could easily be taped so that they could be repeated from year to year, and new courses could be added. Materials to supplement the instructional period should be made available to schools so that further study and discussion might proceed.

The other direction should be to continue with the type of work now being done. A variety of ways have suggested themselves for improving

these programs, but we should look forward to continuing adult and child education through the medium of entertainment. The public relations value of this type of program cannot be calculated.

Whatever the future may hold for our program, we should always bear in mind that our schools are in the unique position of having in their hands an invaluable teaching tool which they should never be allowed to lose.

PEN SWIPES

- *Movie cashier:* "I cannot sell you a ticket during school hours. Why aren't you in school?"

Small boy: "It's okay, lady. I've been excused. I've got the measles."

- A business school teacher was quizzing her class of stenographers. "What is the first thing you do when your employer buzzes?" she asked. A hand shot up quickly: "You pick up your notebook and pencil and answer that buzzard promptly." — *From Wisconsin Journal of Education.*

- "It's absolutely silly to think that one year of foreign language is going to do any good," a college foreign-language instructor told a balky freshman. "I studied 'beginner's French' in school, but, when I went to Paris, unfortunately I couldn't find anyone who spoke 'beginner's French.'" — *From Mississippi Educational Advance*

- "When I retire," said one college president, "I would like to be superintendent of an orphan asylum. Then I wouldn't get letters from parents." "That's not a bad ambition," said the second. "But when I retire I want to be a warden of a penitentiary — the alumni never willingly come back to visit." — *from Mississippi Educational Advance*

- A letter written in a childish hand recently reached the Johannesburg Publicity Association, South Africa, from the U. S. A. It read: "Dear Sir, I hear that your country is famous for its diamonds. Please send me one small unpolished diamond. Thank you. P. S. Please send it soon." — *The Education Digest*

- There's one robber against whom you must lock windows and doors: Self-pity. Where he enters, happiness flees. — *The Christian Parent*

- A town which was playing host to a lodge convention granted special privileges to cars bearing stickers such as "Exalted Ruler," "Grand Noble," "Past Grand Noble," and "Past Exalted Ruler." A high school hot rodder drove through the restricted areas with "Past Participle" plastered on the windshield of his jalopy.

LUTHERAN EDUCATION ASSOCIATION

News of the workings of the LEA, an association of Lutheran educators devoted to the advancement of Christian education through:

LEADERSHIP

SERVICE

PROMOTION

RESEARCH

In the years of its existence the LEA has deemed it a distinct pleasure to have contributed to the promotion of Christian education in the homes of the church in which its influence has been felt. While this is a continuing program of most organizations within the church, the LEA has made some definite steps in directly promoting Christian education within the home.

— Of great influence on Christian education in the home was the organization of the National Lutheran Parent-Teacher League some eight years ago. Begun under the leadership and as a department of the Lutheran Education Association, the NLPTL has, through its program of service to local parent groups, done much to stimulate our church's homes in furthering Christian education. Special emphasis has been placed upon such areas of instruction as the family altar, private devotion by individual members of the family, family prayer life, improved relationships between members of the family through emphasis on Christian life, church and Sunday school attendance, help to the children with memorizing Bible passages, hymn stanzas, and selections of the chief parts of Christian doctrine.

In many areas of the country the PTL meeting has become a *family*

night used by congregations to bolster the Christian education of the family in its various age levels.

— At every convention of the LEA-NLPTL some time has been devoted to discussing, planning, organizing, or demonstrating effective methods of family worship. The spiritual training of the child in the routines of the daily family life has been pointed out to many conventioners.

— The printed page has been used by the LEA for the purpose of promoting Christian education in the family. The 1959 yearbook of the LEA, *The Child in Christian Worship*, sets forth many important suggestions for cultivating the religious life of the child through family worship. Other yearbooks were helpful to parents in understanding their children better. Among these were yearbooks on the preschool child, the exceptional child, and the retarded child. Several monographs were published which were of help to parents in Christian education; for example, *Parent-Child Relationships in the Christian Home* by Dr. Alfred Schmieding.

— For the future the Lutheran Education Association holds out the promise that the Christian education of the children in the homes of our church will be a focal point of its continued help and assistance.

As these lines are written, there is being readied for the printer the final script of a monograph that is the first in a series on the legal aspects of the Lutheran school. It treats the topic "Church and State Relationships."

Also to appear this fall will be a monograph on instrumental music in the Lutheran schools. Look for these monographs.

This is the last issue of our LEA news for the current academic year. Before the next issue is published another stirring and inspirational convention will be held. A cordial, personal invitation goes out to all to attend the convention of the LEA and NLPTL in Milwaukee, Wis., at Concordia College from July 31 to Aug. 2.

DONALD E. BEHNKEN

When we say that a man is great, what do we mean? Is true greatness measured in terms of money, or character, or spectacular deeds or service? It is most interesting to see how some of those whom we consider great define greatness:

Emerson says somewhere: "He is great who is great from nature and reminds us of no one else."

Washington Irving defined the great mind in this way: "Great minds have purposes, others have wishes. Little minds are tamed and subdued by misfortunes, but great minds rise above them."

Bacon wrote: "The less people speak of their greatness, the more we think of it." Great men, according to that definition, are truly humble. They do not realize that they are great. Shakespeare, it is written, did not consider himself a great writer.

Here is Carlyle's yardstick of greatness: "It is great—and there is no other greatness—to make one nook of God's creation more fruitful, better, more worthy of God; to make some human heart a little wiser, manlier, happier—more blessed, less accursed."

In his "Little Journey to the Home of Jean Jacques Rousseau," Elbert Hubbard wrote: "He is great who feeds other minds. He is great who inspires others to think for themselves. He is great who pulls you out of your mental ruts, lifts you out of the mire of commonplace, whom you alternately love and hate, but whom you cannot forget."

When students of several nations voted on the greatest man in history, Louis Pasteur headed the list. The four outstanding qualities of this "greatest man in history," according to a psychologist, were enthusiasm, courage, work, and ability to learn from his mistakes.

Interestingly enough, the possession of money or of singular ability in military leadership was seldom mentioned as a yardstick of greatness.

The Hoover Sphere

To say that television can be badly used is to say no more than that sharp knives cut and that fire burns. We do not give up hammers because the careless user hits his thumb with them. We shall use television unwisely if we pretend that it will save money for the taxpayers by enabling us to get along with fewer teachers. It will not replace the teacher, but it will help him to do a better job. — EDGAR DALE

Books for Children and Teen-Agers

Childhood lasts only a little time, and books are a very important part of childhood; therefore it is essential that those books should be the best.

EDITOR'S NOTE: The "Books for Children and Teen-Agers" section of this issue completes a review of books copyrighted in 1959. The author index in the rear provides the reader with quick information about the best in children's literature produced in 1959.

1960 Newbery Awards

The John Newbery medal is awarded annually by the Children's Library Association of the American Library Association for the most distinguished contribution to American literature for children.

THE WINNER

Krumgold, Joseph. **ONION JOHN**; illus. by Symeon Shimin. Crowell, 1959. 248 pp.

Grades 6-8; Ages 11-13 \$3.00

Onion John, the eccentric and superstitious town handyman, is befriended by 12-year-old Andy Rusch, the only person who can understand his odd way of speaking. Andy's father learns to know Onion John through Andy and tries in vain to help Onion John overcome his eccentricities. Because Andy's family is closely knit, his friendship with Onion John causes many controversies, though Andy's father learns to understand and help Andy with his problems of growing up. A heartwarming, well-written story with a long and involved plot—more suitable for the advanced reader.

RUNNERS-UP

George, Jean. **MY SIDE OF THE MOUNTAIN**; illus. by author. Dutton, 1959. 178 pp.

Grades 6-8; Ages 10-14 \$3.00

This is a most unusual and thrilling account of a modern New York boy's adventure. It tells of his self-imposed struggle: an experiment to see if he is able to survive in a remote part of the Catskill Mountains for a

year. He relives his experiences of "living off the land," by quoting excerpts from his detailed diary. His interesting reactions to and observations of plant and animal life and weather changes give a wealth of information to the reader. The author shows a keen insight into adolescent Sam Gibley's emotional problems, as well as the numerous physical adjustments he was forced to make. This vivid and sometimes amusing portrayal of Sam's life in and around his home in an old hemlock tree add up to an outstanding and exciting adventure story.

Kendall, Carol. **THE GAMMAGE CUP**; illus. by Erik Blegvad. Harcourt, 1959. 221 pp.

Grades 6-8; Ages 11-13 \$3.25

This highly imaginative tale presents a world of unforgettable characters: the sedate Minnipins, who for generations have lived in a distant mountain valley, and the Periods, a leading family whose intolerance leads them to outlaw five villagers who have dared to question their authority. The Periods are afraid that these nonconformists will cause them to lose the coveted Gammage Cup which will be awarded as a prize to the best Minnipin village. The delightfully amusing outlaws go to live high on the mountain. They prove to be loyal Minnipins when they discover that their ancient enemies, the Mushrooms, have found a way into the valley through an old gold mine. The account of the attack and the magic of the Minnipin swords is dramatic. The ending is just as one would hope for in such a skillfully written tale.

Johnson, Gerald W. **AMERICA IS BORN, A HISTORY FOR PETER**; illus. by Leonard Everett Fisher. Morrow, 1959. 254 pp.

Grades 5-8; Ages 10-13 \$3.95

Mr. Johnson has written a children's history, something that has been needed for a long time. More important, he has made the

many intangible, complex ideologies understandable to a child. As he says, he wrote the book so that his grandson Peter would know "it is in some ways better and in some ways worse to be an American than to be an Englishman or a Frenchman, or a man of any other nationality." And he wanted Peter to know why. His book tells about the beginnings of our country and includes the Constitutional Convention of 1787. Mr. Johnson has made these 300 years more than a chronological description by telling not only what people did, but how they felt and how, through their new lives, they changed from Europeans to Americans.

973 U. S. — History

1960 Caldecott Awards

The Caldecott Medal is awarded annually by the Children's Library Association of the American Library Association to the illustrator of the most distinguished picture book for children.

THE WINNER

Ets, Marie Hall and Labastida, Aurora. *NINE DAYS TO CHRISTMAS*; illus. by Marie Hall Ets. Viking, 1959. 48 pp.

Grades K-2; Ages 4-7 \$3.25

This gentle story of a loving Mexican family skillfully reveals the blend of new and old that is found in modern Mexico. The authors' sympathetic understanding of a small girl's curiosity and child-tender feelings gives

the story its main appeal. Bright crayoned illustrations portray modern Mexican city life.

Mexico — Stories || Christmas — Stories

RUNNERS-UP

Goudey, Alice E. *HOUSES FROM THE SEA*; illus. by Adrienne Adams. Scribner, 1959. 28 pp.

Grades K-3; Ages 5-8 \$2.95

The innate fascination sea shells hold for children is exploited in the poetic prose of this story about collecting treasure by the shore. The illustrations of shells, essential to the text, are similarly expanded to delicate dream-images of the fantasies created by the sight and sound of sea shells.

Shells — Stories

Udry, Janice May. *THE MOON JUMPERS*; illus. by Maurice Sendak. Harper, 1959. 28 pp.

Grades K-2; Ages 4-6 \$2.50

Here is a child's exhilaration and enchantment with the liveliness of summer nights, with the magic of moonlight and the downy warmth of the night wind. The goldfish play with the moonfish in the lily pond, the fireflies come from the woods, and a giant moth flies by on his search for moon flowers. At this time the call of "Children, oh, children" from the house is meaningless, for there are no children present, only Moon Jumpers. The drawings and paintings that illustrate the book capture the something-other-than-real experience of play in the summer night.

American Heritage, *THE STORY OF YANKEE WHALING*, Narrative by Irwin Shapiro. American Heritage, 1959. 153 pp.

Grades 7-9; Ages 11-13 \$3.50

This is the story of the American whaleman. E. A. Stackpole, curator of the Marine Historical Association, Inc., says of this book: "Their stories are told for them in bold narrative style, with illustrations which make a perfect backdrop for the telling. . . . The text has been carefully checked, the old drawings, whalemens sketches, period prints, paintings, and photographs, have been selected in an effort to set forth what is, virtually, a pictorial history of whaling. This accuracy in reporting, together with a

colorful array of pictures, combine to make the book one which cannot fail to stimulate the young reader's imagination." A bibliography of 44 other books about whaling and an index are included for easy reference.

639 Whaling

Barnes, Eric Wollencott. *THE WAR BETWEEN THE STATES*; illus. by W. N. Wilson. Whittlesey, 1959. 143 pp.

Grades 6-8; Ages 11-13 \$3.50

The discussion of the real causes of the war is done with outstanding clarity. The climax and conclusion are treated in such a way as to show just what impact the whole struggle had on the land. The actual conflict is

organized chronologically and progresses, as did the war, from the East to the West and back to the East. The author brings out the human weaknesses and strengths of the generals who led both armies. Much detail has been omitted in order to keep the line of action clear. There is, however, sufficient excitement in these pages to inspire more specialized reading. Indexed.

973 U. S. History — Civil War

Brown, Myra Berry. COMPANY'S COMING FOR DINNER; illus. by Dorothy Marino. Watts, 1959. 56 pp.

Ages 3-5 \$2.50

This clever read-aloud book will provide much enjoyment for the reader and the child listener. It is interesting to note the reaction of the child to this situation which is told from the point of view of one of his peers. Although Stevie is a big help in the preparations, he wonders why there is all this fuss and bother just for company. Toys had to be put away, Mother ran around in curlers all day, and silver had to be polished. The gay illustrations portray exceptionally well the calm, but amused, wonder on Stevie's part.

Catherall, Arthur. TENDERFOOT TRAPPER; illus. by Edward Osmond. Criterion, 1959. 160 pp.

Grades 6-9; Ages 11-13 \$3.25

The entire story revolves around two people: old Eb, a trapper and guide already beyond his prime; and Warren, the English boy who has come to spend his vacation in the North Woods of Canada. Their harrowing experiences begin when they find themselves trapped by a far-reaching forest fire and are further aggravated when the old man breaks his leg, thus throwing the responsibility for food, shelter, and survival upon the boy. Warren's resourcefulness and his constant battle against the forest predators, especially the wolverine, make exciting reading.

Canada — Stories

Daniels, Jonathan. MOSBY: GRAY GHOST OF THE CONFEDERACY; illus. by Albert Orbaan. Lippincott, 1959. 122 pp.

Grades 6-9; Ages 11-13 \$2.95

The life story of John Mosby, a Confederate guerilla leader called "The Gray Ghost" by men of the Union Army because of his dar-

ing raids on their troops, is an exceptionally well-written biography. Jonathan Daniels writes with careful fidelity to history and also portrays the excitement of the times.

920 Mosby, John || U. S. History — Civil War

Daniels, Jonathan. STONEWALL JACKSON; illus. by William Moyers. Random, 1959. 183 pp.

Grades 6-8; Ages 11-13 \$1.95

Next to Robert E. Lee, Stonewall Jackson was one of the most able generals to serve the South. Criticism of him by his subordinates turned to praise as he continued to win battles against superior forces. Careless under fire, he received his name "Stonewall" from General Bee, who said, "Look, there is Jackson standing like a stone wall." It was Jackson who ordered his men in battle to "yell like furies." This is the origin of the famous Rebel Yell. The well-known historian and scholar, Jonathan Daniels, writes his story with clarity and with a deep understanding and knowledge of his native South.

920 Jackson, Thomas Jonathan

Epstein, Samuel and Beryl. CHANGE FOR A PENNY; illus. by Richard M. Powers. Coward, 1959. 254 pp.

Grades 5-8; Ages 10-13 \$3.50

This story, in which a young patriot gets a chance to be of some real help to the Colonists on Long Island in the year 1777, is a continuation of *Jacknife for a Penny*. As the colonies struggle for independence, so Timothy struggles with his own desire to have a man-size job to help the cause. Finally he is given several important tasks that actually make him a spy! How he succeeds, though he makes errors, makes this an exciting adventure tale that brings to life the time of the Revolution.

U. S. — History — Revolution — Stories

Foster, Genevieve. THE WORLD OF CAPTAIN JOHN SMITH; illus. by author. Scribners, 1959. 406 pp.

Grades 7-9; Ages 11-13 \$4.95

"This book is a story of the world. It is a slice of history measured by the lifetime of Captain John Smith, a small, courageous Englishman who was born in the days of Queen Elizabeth I and whose heart was 'forever set on brave adventure.'" Thus

starts the fourth of Genevieve Foster's "World" books. Covering the world from 1580 to 1631, the personal life of John Smith is interwoven with events in the world. Each of the four parts of the book is begun with a double-page picture spread showing a dramatic presentation of contemporary peoples. An index of both people and topics is included.

909 History, Modern — 17th Century || Smith, John

Gallant, Roy A. MAN'S REACH INTO SPACE; illus. by Lee J. Ames. Garden City, 1959. 152 pp.

Grades 5-8; Ages 10-13 \$3.50

In the multiplying rows of books on space, this book stands out both by virtue of its oversize and attractive pages and for its concentration on the human factor in the solving of space-travel problems. The human body is the constant to which all mechanical marvels must be adapted. Determining the limits of endurance for mind and body is the purpose of many tests and devices with which scientists are now working. The various alternatives in space vehicles are described in relationship to those endurance limits. The high quality and abundance of the clear, eye-catching illustrations add to the effectiveness of this timely and interesting book. Also recommended for adult reading to keep pace with space-minded children.

629 Space Travel

Hogben, Lancelot. THE WONDERFUL WORLD OF COMMUNICATION. Garden City, 1959. 68 pp.

Grades 7-8; Ages 12-14 \$2.95

This excellent addition to a series uses again the oversize pages and a lavish variety of illustrations containing a wealth of information pertaining to the topic without directly quoting the text. The over-all format makes this a fascinating book for casual reading, yet the author has presented a clear, accurate history of the development of writing and the resulting similarities and differences in modern languages. Some areas of the world are only now acquiring an alphabet and written language in the rapid effort to gain more widespread literacy. Methods of communication from the first printing press to television, and even the use of sorting machines in recording information, are described. Finally, note is taken of the

basic importance of all communication in furthering better understanding between nations. Highly enjoyable for adults, too.

384 Communication

Gunther, John. MEET THE CONGO AND ITS NEIGHBORS; illus. by Grisha. Harper, 1959. 260 pp.

Grades 7-9; Ages 12-14 \$2.95

John Gunther, world traveler and lecturer, has written about the Belgian Congo on the level of junior high school pupils. The land is vividly described; the people are deftly characterized. Pertinent geographical facts about climate and land forms are cleverly interwoven into an interesting narrative. A highlight of the book is the intimate experience with Dr. Albert Schweitzer during the author's visit at his hospital camp. This book should please those interested in geography.

916 Africa, Central — Description and travel || Congo, Belgian — Description and travel

Harrod, Kathryn. MAN OF COURAGE, STORY OF DR. TRUDEAU. Messner, 1959. 192 pp.

Grades 6-8; Ages 12-14 \$2.95

Dr. Edward L. Trudeau, a man well known in medical circles for his findings in the area of lung infections, is not so well known to young readers. This account develops the life of hardship that Trudeau experienced as a young man. He contracted tuberculosis at a time when little was known about the disease. A story to inspire courage in readers who fear possible handicaps in physical or mental health.

92 Trudeau, Edward Livingston

Kennedy, John M. MAKING ELECTRICITY WORK; illus. by author. Crowell, 1959. 213 pp.

Grades 7-9; Ages 12-14 \$3.50

This is a book for those who are interested in electricity; it is as well a book for those who like to build things—things that are useful, things that work. As the principles are developed in each of five chapters, the explanation is enriched with directions for making useful devices that carry out the principles. For example, the chapter on "The Nature of Magnetism," after explaining magnets, magnetic poles, and magnetic fields, gives complete directions for making a compass, building a horse-race game, making a magnetic puppet show, building an

electromagnet; the chapter on "Motors and Generators," after discussing energy and work, describes power stations and how they operate, and gives complete directions for building a relay and an electric motor. The explanation of what happens inside a motor and why it runs exemplifies the inherent philosophy of this book. The author brings not only knowledge but also enthusiasm to his subject.

621 Electricity

Lindquist, Jennie D. **THE LITTLE SILVER HOUSE**; illus. by Garth Williams. Harper, 1959. 213 pp.

Grades 4-6; Ages 8-12 \$2.75

The wonderful spring and summer described in the *Golden Name Day* now continue into an equally wonderful fall and winter. Nancy Bruce is still living with Grandma and Grandpa Benson. Several children (Nancy included), out for a special nighttime ride, are overwhelmed by the beauty of a little empty house, shining silver in the moonlight. These children, who belong to a club called the Crimson Rambler Club, want to know why this little house is empty and who used to live in it. They start looking for the answers and even Christmas preparations can't make them forget the Little Silver House. On the day after Christmas the children learn the house is to be inhabited again, and Nancy is to live in it. Excellent illustrations exactly fit this well written, charming story set in a Swedish town in the New England of long ago.

Renick, Marion. **THE TAIL OF THE TERRIBLE TIGER: A FOOTBALL STORY**; illus. by Paul Gal-
done. Scribner's, 1959. 31 pp.

Grades 2-3; Ages 7-9 \$2.95

The big boys won't let Kenny play football, but they do give him a ticket to their game. At the game he meets and frolics with The Terrible Tiger: Old Chum. The amusing, action-filled illustrations in bright red and yellow create the mood for the exciting game. All of the colorful characters and events which are a part of the American football scene are vividly portrayed: the referee with his arms waving wildly, the marching drummers, the acrobatic cheerleaders. The young reader will thrill to every minute of Kenny's first fun-packed football game.

Football — Stories

Severn, Bill and Sue. **HIGHWAYS TO TOMORROW**; illus. by Henry Billings. Prentice-Hall, 1959. 109 pp.

Grades 5-8; Ages 10-13 \$2.95

This timely book explains much of the planning, building, maintaining, and repairing of today's superhighways, and also speculates on what new ideas may be incorporated into the roads of tomorrow. A backward glance at the conditions of the roads that were used by the first "horseless buggies" and the trials and tribulations of being a car owner in those days is told in a chapter about a cross-country trip in 1916. Facts gathered from government sources and the automotive industries give an absorbing account of what is happening now and what may become true in highway construction and travel in 15 or 20 years. At a time when so much is being written about space travel, this is a good book to read about the kind of down-on-earth traveling that we will *all* be doing.

388 Transportation — Highway

Tunis, Edwin. **INDIANS**; illus. by the author. World, 1959. 157 pp.

Grades 7-9; Ages 11-13 \$4.95

A good reference book on Indians of America before the arrival of the white man. The book is divided into ten sections dealing with the different types of Indians found in early America. The author uses more than 230 drawings to supplement the lively text. Most questions dealing with the ways of living, the religious ceremonies, or any of the tribal customs are answered with clarity. The first chapter, "Earliest Americans," should be edited before being placed upon a library shelf. Indexed.

970 Indians of North America

Untermeyer, Louis. **THE GOLDEN TREASURY OF POETRY**; illus. by Joan Walsh Anglund. Golden Press, 1959. 324 pp.

Grades All; Ages All \$4.95

A large beautifully illustrated book containing 400 poems, divided into 12 categories, such as animal poems, story poems, nonsense verse, and thoughtful poetry. Poets included range from Chaucer to Ogden Nash. The charming colored pictures and the index of authors, titles, and first lines make this a welcome addition to the poetry collection.

821 Poetry — collections

Underhill, Ruth M. BEAVERBIRD; illus. by Robert Gartland. Coward, 1959. 224 pp.

Grades 3-7; Ages 8-12 \$3.00

Beaverbird, a 12-year-old Kalapuya Indian boy from the Oregon forests of 1760, is captured during a night raid on his village by outlaw Indians. Having already proved himself as a hunter to his own tribe (a band of great hunters), Beaverbird surmounts great obstacles to prove the same to his captors. An exciting and easily read story.

Indians of North America — Stories

Vacheron, Edith and Kahl, Virginia. HERE IS HENRI, VOICI HENRI; illus. by Virginia Kahl. Scribner's, 1959. 60 pp., 62 pp.

Grades 1-3; Ages 6-8 \$2.50 each

Since the study of foreign languages may begin at almost any age today, it is difficult to assign a grade level to *Voici Henri*, which is a French translation of *Here Is Henri*. The English volume has the vocabulary of primary children and has an arrangement similar to that of basic readers in that it has a brightly colored picture on each page. The book tells of Henri's difficulty with keeping track of the days of the week, flits through the color circle in search of a particular umbrella, and reveals the intricacies of a large family and its relationships. A bit of subtle humor dispersed throughout the book makes it entertaining as well as instructive. The French version has a vocabulary at the back of the book and could be read independently by second-year French students or read aloud to beginning students of the language. The English volume is not really outstanding if you have no foreign language interests in your school.

448 French Language

Whitney, Phyllis A. CREOLE HOLIDAY. Westminster Press, 1959. 203 pp.

Grades 7-9; Ages 12-14 \$2.95

Lauré Beaudine, the daughter of Jules Beaudine, a famous Shakespearian actor of the 1890s, is determined to prove to her father that she possesses the necessary talent to join his company and to follow in his footsteps. She remembers the happy years that were spent with him before her mother's early death and before her own subsequent upbringing by her strict Aunt Judith. At Lauré's pleading, Jules Beaudine consents to

take his daughter away from Aunt Judith's watchful eyes and to bring her along with him to New Orleans, the city of his birth. While in that romantic city, festive with the gaiety of the Mardi gras, Lauré finds the love and happiness she is seeking and realizes that, talented though she has proved herself to be, there is a life apart from the theater which promises to hold a great deal more satisfaction for her future. Here is a well-written story, flavored with the spice of New Orleans, which is sure to hold the interest of any teen-ager who has ever aspired to the theater and who enjoys a touch of romance.

Fiction

Yates, Raymond F. THE YOUNG INVENTORS' GUIDE. Harper, 1959. 104 pp.

Grades 7-9; Ages 12-14 \$2.50

The incipient inventor lurks within each of us that has ever improvised with a paper clip or been dissatisfied with a door latch. This book has chapters on how the young reader can best prepare himself for a career as an inventor, on how to decide whether an invention is practical and has a chance to be accepted commercially, and on simple inventions in the past that have reaped handsome rewards for their creators. The author also offers some suggestions for protecting an invention until such time as it can be patented, tells how a patent may be obtained and what it may cost, and advises the reader how to go about getting his invention on the market once a patent has been granted. This lively, informal guidebook is for any young reader who would like to enter a creative field of endeavor which offers unlimited opportunities for the future, and is of general interest to anyone and everyone.

608 Inventions

The "Books for Children and Teen-Agers" section is a service provided to the readers of LUTHERAN EDUCATION by the Young People's Literature Board of The Lutheran Church — Missouri Synod. Prof. Jack L. Middendorf of Concordia Teachers College, Seward, Nebr., functions as editor in behalf of the Young People's Literature Board.

Contributors of reviews that have appeared in the February through June issues of the 95th volume of LUTHERAN EDUCATION are: Carol Beck, Palmer Czamanske, Cornelia Feiertag, Irene Kirch, Renata Koschmann, Pearl Langevin, Dorris Marxhausen, Jack L. Middendorf, Judith Preuss, William Preuss, Mim Schwich, and A. H. Stelthorn.

NEWS AND NOTES

OUR SEMINARIES AND COLLEGES

ADMINISTRATION

Edmonton

The Rev. Roland A. Frantz of Olympia, Wash., was called to the presidency of Concordia, Edmonton, by the Board of Electors on April 5 in a meeting held on the Canadian campus. Rev. Frantz has the B. D. and S. T. M. degrees from our St. Louis Seminary and served congregations in Medford, Minn., and Tacoma, Wash., before coming to Olympia. Previously Prof. J. Henry Gienapp of Concordia, Milwaukee, declined the call to the presidency.

FACULTY AND STAFF

Springfield

New faculty members added to the staff include Dr. Raymond Surburg, head of the religion dept. at Concordia Teachers College, Seward, Nebr., who has accepted an assistant professorship. He will teach in the department of Old Testament interpretation. Dr. George Dolak, pastor St. Paul's Lutheran Church, Braddock, Pa., has accepted a call to the department of New Testament. Previously announced was the acceptance of Dr. Allen Nauss, former dean of men at Saint Paul's College, Concordia, Mo., as student personnel director.

Fort Wayne

Two Concordia Senior College professors have been awarded tuition grants which will enable them to participate in a two-week Danforth seminar on "Value Perspectives in College Teaching," to be held June 20 to July 1 on the campus of Michigan State University. They are Dr. Gerhard Mundinger, professor of humanities and chairman of the college's three-man committee on accreditation with the North Central Association of Colleges and Secondary Schools; and Professor Oscar Walle, professor of natural science, college registrar, and member of the college's committee on regional accredita-

tion. Officials at Concordia Senior College are confident that this two-week seminar will prove to be of great value as the local college continues to move in the direction of acquiring regional accreditation with the above-named association.

Milwaukee

Prof. August C. Rehwaldt, chairman of the department of science at Concordia College, Portland, Oreg. Prof. Rehwaldt has been at our Concordia since 1926. Rev. Herbert W. Baxmann, chairman of the Concordia Board of Control, stated that the dismissal was granted "reluctantly" and "with gratitude for many years of outstanding service."

Rev. Wilbur C. Koester, Mount Prospect, Ill., has accepted the appointment as director of public relations at Concordia College. Rev. Koester will begin his new duties in July, ending 10 years of service as full-time executive secretary of The Lutheran Church—Missouri Synod Charities Fund. The fund is sponsored by an organization representing 200 Northern Illinois and English District congregations in the Chicago area. Pastor Koester replaces Prof. Herbert T. Mayer, who last June accepted a professorship at Concordia Seminary, Saint Louis.

Prof. Gerhard W. Degner, assistant professor of Greek and Latin, has been selected by the State Department's Board of Foreign Scholarships to receive an award to participate in the International Educational Exchange program under the Fulbright Act. Prof. Degner will attend the summer seminar for American teachers of the classics at the American Academy in Rome and the Virgilian Society of Cumae.

St. Louis

Dr. Carl S. Meyer's booklet, *A Catholic President? The Predicament*, has just been published and is available from Concordia Publishing House.

Dr. A. O. Fuerbringer presented to the

Oklahoma District a discussion-type essay, *The Office of the Keys and Its Application to the Priesthood of Believers and the Holy Ministry*. Dr. Fuerbringer supplied as a subtitle, *God's People and Their Pastors*.

Just off the press is the new book *Multi-purpose Tools for Bible Study* by Professor Frederick Danker. Designed principally for advanced scholars, the book does have much information for Bible class teachers, Bible students, librarians, and lay scholars.

River Forest

Dr. Albert G. Huegli, academic dean and director of the graduate division of Concordia Teachers College, has declined the appointment as Executive Director of The Lutheran Church — Missouri Synod. In this newly created post he was to serve as executive officer of the Board of Directors and administrative aid to the President of the church body.

In explaining the reasons for his decision Dr. Huegli emphasized that higher education in the church body's system of colleges, like higher education in America generally, faces monumental tasks in the days ahead. Rising standards, curricular developments, graduate programs, and serious shortages of adequately trained teaching manpower create staggering problems which will command the best efforts of those already at work on the Christian college campus. He feels that Christian educators have an immense job not only in keeping their schools abreast of current developments in education but also in integrating the message of Christ with the teaching of the disciplines.

"I am grateful and proud to have been considered for the high office of Executive Director," he said, "but I believe that we shall make progress in Christian higher education only if some of us work at it with our sleeves rolled up in the unglamorous but vital academic routines."

CAMPUS IMPROVEMENT

Springfield

Ground breaking for the new library-administration building took place on Tuesday, April 12. It is anticipated that the \$550,000 building will be completed in

about a year. \$27,000 for the air-conditioning of Wessel Hall has been allocated, with work to begin immediately, so that the hall may be ready for sessions of summer school, June 13.

Seward

May 8 was a day of real rejoicing on the Seward campus as four new buildings were dedicated. Dr. Walter F. Wolbrecht of the Board for Higher Education gave the dedicatory address at the special service Sunday afternoon in the new Physical Education Building to an audience of about 2,500. Visitors included alumni and friends of Concordia from Nebraska and nearby states as well as relatives of students on campus. Pastors and teachers of the Concordia College Association joined the faculty and Board of Control in the processional. The combined choirs of the college and high school added to the beauty of the service. After the rite of dedication the entire campus was open for inspection.

The new library has been named in honor of Dr. J. T. Link, who served the college from 1908 until his death in 1935. He is generally recognized as having been the outstanding man on the faculty for the first 40 years of the college, with regard to scholarship, accreditation, and standards of learning and teaching. Link Library, which stands just north of the Weller Chapel, is built of light red brick, trimmed with limestone and granite. It will accommodate 50,000 volumes, providing facilities for a potential student body of 1,000. The main floor includes not only a stackroom and a reading room but also an attractively furnished browsing room, a conference room, a curriculum room, which will include the Koschmann Memorial children's library, a microfilm room, offices for the librarian and assistant, as well as a large workroom. The basement floor has another large stackroom, 2 classrooms, 15 faculty offices, and a bindery.

MISCELLANEOUS

Springfield

Baccalaureate and commencement services will be held at 3 P. M., Monday, May 30, in Concordia Student Center. Fifty-four graduates will be given their diplomas and

their calls. The Rev. E. H. Buchheimer of Detroit will be the speaker.

Honorary degrees of doctor of divinity have been awarded to Rev. Buchheimer in recognition of leadership in effective parish education; the Rev. George A. Vogel of Greenfield, Iowa, for exceptional faithfulness in the parish ministry; and to Prof. Herbert Bouman of Concordia Seminary, St. Louis, in recognition of theological leadership in the church.

Milwaukee

The following groups will hold meetings on the Concordia campus during the summer: English District, June 14—17; South Wisconsin District, June 20—21; Lutheran Education Association and National Parent-Teacher League, July 31—Aug. 2; Youth Workers Conference, Aug. 7—19; Youth Leader Training (Luther League), Aug. 12 to 16.

† IN MEMORIAM †

DR. WALTER O. KRAEFT

Christian Educator

Walter O. Kraeft was born Aug. 11, 1893, at Oregon City, Oreg., the son of Albert and Marie Kraeft. He was confirmed April 7, 1907, in Solomon Lutheran Church, Woodville, Ohio, where he attended the parish school from 1899 to 1907. He entered the high school department of Concordia Teachers College, Addison, Ill., in 1910 and moved with the college to its present location in River Forest in 1913. Upon graduation from Concordia in 1914 he taught at Immanuel Lutheran School in Rock Island, Ill. In 1916 he accepted a call to Bethlehem Lutheran School, St. Louis, Mo., where he taught until 1921. He then served Zion Lutheran School, St. Louis, as principal and teacher. He was called to the faculty of Concordia Teachers College in 1926.

Dr. Kraeft continued his education at Harris Teachers College, St. Louis, Mo.; the University of Chicago, where he earned the degree of bachelor of philosophy in 1930; and Northwestern University, where he was awarded the degree of master of science in religious education in 1935. He was given

the honorary degree of doctor of laws by Concordia Teachers College, Seward, Nebr., in 1957, for distinguished service to the cause of Christian education.

At River Forest Dr. Kraeft served as principal of the high school department of Concordia Teachers College until 1950. At various times during his long and dedicated service to the college, he was a member of most of the major committees of the faculty.



Dr. Walter O. Kraeft

He was the first director of recruitment and public relations of the college. Largely responsible for establishing the summer school in 1932, he served as dean of the summer session for many years. At the time of his death he was professor of education and director of the correspondence and extension division, which he helped to create for the broader service of the college to its constituency.

Dr. Kraeft contributed extensively to the cause of Christian education in the church at large. He was a member of the Synodical

Leadership Training Committee and member of the Committee on Tests and Measurements. He was the author of *Lutheran Teacher's Handbook*; *Religion for Primary Teachers*; *Working Together*; and *Primary and Junior Hymnal*. He was editor and contributor to *Our Church at Work*. He also contributed chapters to the yearbooks of the Lutheran Education Association and articles to *Lutheran Education*. His professional memberships included: Lutheran Education Association, National Society for the Study of Education, Adult Education Association, American Educational Research Association, and National Society of College Teachers of Education.

Dr. Kraeft made significant contributions to the development of our journal LUTHERAN EDUCATION. In the early '30s, when our journal was published under the name *Lutheran School Journal*, he was one of the department editors who had charge of the department "Gleanings from the Field." Since then he made frequent contributions which will cause him to be remembered favorably by our readers.

Dr. Kraeft had been on sabbatical leave during the school year 1958-59. Illness necessitated a sick leave during the present school year. The Lord called him home to rest from his labors on Wednesday evening, March 30, 1960. He is survived by his beloved wife, Frieda Wittwer Kraeft, and his two children, Norman and Ruth.

BOARD OF PARISH EDUCATION NEWS

White House Conference. Executive Secretary Arthur L. Miller represented the board at the golden anniversary White House Conference on Children and Youth held in Washington, D. C., March 27 to April 2.

Commenting on the conference and its implications for Missouri Synod educational leaders, Miller said:

The purpose of the 1960 White House Conference on Children and Youth was "to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity."

The focus of the conference was three-

fold: (1) On the effects of our rapidly changing world on the development of our young; (2) On appraising and reappraising the values and ideals we live by; (3) On studying the factors that influence individual fulfillment — family, religion, education, health, community life.

In the pre-conference period several million of our fellow citizens and a host of private and public agencies at local, state, and national levels participated in the study of problems considered by the conference. A variety of study materials was prepared by the conference staff.

In a very real sense the conference itself is a springboard for a concerted attack on the questions that affect the well-being of the children and youth of our nation. The earnest study and action that preceded the conference and that characterized the conference must continue after the conference. Action will have to be taken in the various communities and states of the nation if the insights gained are to be helpful for our work with children and youth.

As leaders in Christian education we have a vital part to play in these matters. We are concerned, of course, for the children and youth of our congregations. We want to help our congregations provide the most favorable conditions for the spiritual growth and development of our children. We are also concerned about all of the factors that influence the development of our children and youth.

As citizens of the nation we are also concerned about the welfare of all children and youth. In addition to promoting an effective program of Christian education for our youth, we must encourage our members to take a sympathetic interest in the community and state problems dealing with every aspect of children and youth. We need to provide leadership so that our members make a maximum contribution in the study and action process that will continue after the White House Conference on Children and Youth.

Appointments and Declinations. At its March meeting the board made two staff appointments. The first, to fill the position of associate editor of Sunday school materials, went to Roy G. Goesch, pastor of Immanuel Lutheran Church, Oceanside, Calif. The second, for associate editor of elementary school materials, went to Lewis

J. Kuehm, principal of Pilgrim Lutheran School, Chicago, Ill.

However, both Goesch and Kuehm have declined the appointments. The board is therefore compiling a new list of candidates for the Sunday school editorship. At the same time it has appointed Eldor J. Kaiser, principal of Zion Lutheran School, Ferguson, Mo., to the elementary school editorship. To date, Kaiser has not reached a decision on the appointment.

Intermediate Bible History Text. Harold H. Trautsch, principal of St. Paul's Lutheran School, Chicago, Ill., has accepted the invitation to author a new Bible history text for intermediate grades. Designed especially for elementary school use, the new text will be written in pupil language and will contain original artwork and maps.

In the meanwhile, John M. Weidenschilling, former board staff member now living in St. Petersburg, Florida, continues his work on a new text for upper-grade pupils. This book will lean heavily on the text of the Revised Standard Version of the Bible, much as the present *Advanced Bible History* does on the King James Version. Like the intermediate Bible history, the upper-grade one will contain new artwork and maps.

DO YOU KNOW?

Dollar Diplomacy.—A two-year study of high school graduates made by the University of Wisconsin indicates that the love of money is the primary reason why students go to college.

Pro Patria.—More than two thirds of 687 American teen-agers answered no when asked, "Is patriotism an important part of your life?" in a survey conducted by the Gilbert Youth Research Company.

Smoke Gets in Your Eyes.—A one-year investigation conducted by the American Cancer Society among 21,980 high school students in Portland, Ore., indicates that the main reason teen-agers start to smoke is because their parents do. The study, however, also showed that there is more smoking among students with poor academic records and among those not taking part in school activities.

Heart Trouble.—Anthropologist Margaret Mead looks at the rash of undergraduate marriages and doesn't like what she sees. She believes that a campus marriage is "a premature imprisonment of young people." Further: a full student life is incompatible with early commitment and domesticity.

Why Not Try Virtue?—A survey of nearly 8,000 high school students in the Detroit area showed that nearly half of them saw nothing wrong in the practice of payola of which many of their favorite disk jockeys were accused. Said one teen-ager: "What else can a man do?"

Payola?—The median salary paid in 1959—60 for college teachers of all ranks is \$6,711.

Paper Drive.—UNESCO took a census and found that the world has 30,000 newspapers, with a total circulation of 450,000,000 copies; and 22,000 periodicals, with a total circulation of 220,000,000.

Hail to Thee.—Alumni gifts to their alma maters reached almost \$200 million in 1959, up 40 per cent from the previous year. One in every five alumni responded to requests for help.

So Johnny Can't Read?—Last year Americans bought 300 million paperback books.

Whither Away, Little Man?—What is the college teacher's real function—research and publication or instruction? Dr. Robert Knapp, Wesleyan University, Middletown, Conn., says that traditionally the college teacher has had three functions—those of the character builder, the outrider toward new frontiers of knowledge, and the teacher. The college teacher of today has all but given up the first role, and today he is on the horns of a dilemma. Which of the remaining two shall be his main task?

The Hulls of Ivy.—According to *The Open Door* by Burton Clark (McGraw-Hill, \$5.00), a study of an American junior college, one is led to question the educational substance of this institution. The college's attempt to provide instruction for a large, nonselective, voluntary student body contributes to vast democratization in education, but it blurs the meaning of higher

education and encourages a sovereignty of the poorly qualified.

The Old Order Changeth. — The paperback textbook has gained acceptance on the campus and is slowly gaining favor in elementary and secondary schools. In 1958, 13 per cent of all college textbooks were bound in paper, a figure twice that of 1954.

Camel in the Tent? — An Oregon statute which provides for free textbooks for use of students of parochial schools was upheld as constitutional by a Circuit Court judge in Oregon City, Oreg. According to Robert K. Menzel's article in *The American Lutheran*, Ralph M. Holman, Judge of the Clackamas County Circuit Court, ruled on Feb. 4 that in the Oregon law he could not distinguish the Everson case from the present one and therefore held the Oregon statute constitutional. In the Everson case the U. S. Supreme Court in 1947 ruled that transporting children to parochial schools at public expense was not unconstitutional.

Ready, Willing, and Able. — Tommy Wheeler, blind second-grade student, attends classes and keeps up with children who have normal sight at Gary Lutheran School according to the two-page illustrated article appearing in the "Sunday Panorama" of the *Gary Post-Tribune* for Feb. 7, 1960. The story and pictures show Tommy with his mother, with his regular teacher, Mrs. Verline Knaff, with his Braille tutor, Mrs. Vernon Koester, and with his principal, William A. Helmkamp. Our congratulations on a fine public relations release.

Statussappy. — Dr. Harold Haas, in the *Lutheran Standard* of April 9, states that the rapid social change is the chief reason why the family of today "is no longer a significant part of the power complex of modern life." He maintains that because of the tremendous increase in physical mobility, children should be prepared to make proper adjustments in human relations.

According to Dr. Haas, "the symbols of status in our society are the possession of certain material things and of an elusive thing called glamour. What happens to us if we manage to convey to our children the notion that the supreme values of life are comfort, personal security, and the possession of symbols of status? The family, more than any other institution, nurtures our abilities or disabilities in human relations."

Growing. — Forty-six stations are now affiliated with NETRC (National Educational Television and Radio Center). A network of 50 stations is anticipated in the near future.

Golden Moments. — One of the feature articles in *Diapason's* golden anniversary issue was written by Herbert D. Bruening, one of the associate editors of *Lutheran Education*. "Inveterate Recital Goer Remembers Five Decades" is a series of reminiscences about organists and concerts which covers the span of time during which *Diapason* has been published. Our congratulations!

Little Progress. — Guy T. Buswell says that "the usual rate of reading non-technical material at the end of the elementary school is about 250 words per minute, while for college students the average rate is about 300 words." *The Journal of Business Education* says that the average businessman reads about 250 words a minute, but comprehends only about 75 per cent of what he reads. These statistics seem to be cause for concern.

Versus Humbug. — Intellectual morality was the dominant concern of the fifteenth National Conference on Higher Education held in Chicago, March 6—9. It seems that over-developed public relations departments of colleges and universities are mimicking the "hidden persuaders" techniques of big corporations and are thereby setting up false value standards.

Great achievements are never won the easy way, but only through rigorous self-control. The great pianist Paderewski summed up a life of unremitting effort in this remark: "Before I was master, I was slave." — A. J. CRONIN, English novelist

Summoned to Rest

LOUIS A. LUEPKE, em., Fort Wayne, Ind., on Nov. 9, 1959, at the age of 73. Graduated Addison teachers seminary 1907. Served 50 years at Uniontown, Mo.; Mount Calvary, Fond du Lac County, Wis.; and Concordia, Fort Wayne, Ind.; retired 1957. Three sons and two daughters survive him.

MARTIN A. GREUNKE, Oshkosh, Wis., on Nov. 15, 1957, at the age of 54. Graduated Concordia Teachers College, River Forest, 1922. Served 28 years at New Haven, Conn.; Decatur, Ind.; Fremont and Berlin, Wis.; resigned in 1950 because of ill health. Survived by his widow.

FRED G. WEISS, em., Detroit, Mich., on Dec. 18, 1959, at the age of 60. Graduated Concordia Teachers College, River Forest, Ill., 1920. Served 35 years at Mount Clemens and Detroit, Mich.; retired 1955 because of illness. Survived by his widow and one son.

ALBERT H. MEYER, em., Fort Wayne, Ind., on Jan. 3, 1960, at the age of 76. Graduated Addison teachers seminary 1907. Served 49 years at Fairfield, Minn.; Worden, Ill.; and Fort Wayne, Ind.; retired 1956. Two sons and two daughters survive him.

CARL F. LIEBE, em., Cleveland, Ohio, on Jan. 31, 1960, at the age of 84. Graduated Addison teachers seminary 1895. Served 47 years at Elkhart, Ind., and Cleveland, Ohio. Resigned in 1942. Survived by his widow, two sons, and a daughter.

RENATA KOSCHMANN, Seward, Nebr., on Feb. 6, 1960, at the age of nearly 39. She began her college work at Bethany Lutheran College, Mankato, Minn. She served for three years as teacher at Immanuel Lutheran School, Milwaukee, Wis., and for 15 years as librarian of Concordia Teachers College, Seward, Nebr.

ALBERT G. GUEMMER, em., River Forest, Ill., on Feb. 11, 1960, at the age of 74. Graduated Addison teachers seminary 1905. Served 53 years at St. John's Lutheran School, Forest Park, Ill.; retired in 1958. Survived by his widow, one son, and four daughters.

EDNA B. TAEGE, Mount Prospect, Ill., on March 12, 1960, at the age of 58. She served for 38 years at St. Paul Lutheran School, Mount Prospect, Ill.

DAVID J. WELTI, Baldwin, Ill., on March 20, 1960, at the age of 30. Graduated Concordia Teachers College, River Forest, Ill., 1952. Served 8 years as teacher, principal, organist, and choir director at Baldwin, Ill. Survived by his widow, two sons, and a daughter.

WALTER O. KRAEFT, River Forest, Ill., on March 30, 1960, at the age of 66. Graduated Concordia Teachers College, River Forest, Ill., 1914. Served nearly 46 years as teacher and principal at Rock Island, Ill.; Bethlehem School and Zion School, St. Louis, Mo.; and since 1926 as a member of the faculty of Concordia Teachers College, River Forest, Ill. Survived by his widow, a son, and a daughter.

RICHARD C. ENCEBRECHT, Addison, Ill., on April 22, 1960, at the age of 66. Graduated Concordia Teachers College, River Forest, Ill., 1916. Served 44 years at Peace Lutheran School, Chicago; Oconomowoc, Wis.; and Addison, Ill. Survived by his wife, five sons, and two daughters.

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